

# The Young Child's Cognition

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Propositions  
accompanying the dissertation

## ***The Young Child's Cognition***

### *Intervention and Innovative Measurement*

by

Corrie Urlings

1. Early childhood poses a unique window of opportunity on the level of the individual with (potentially) long-lasting effects that are near impossible to quantify objectively and reliably. (Chapter 2)
2. You can assess the cognitive abilities of children without testing them, but only if you assess children often, systematically and include information from multiple sources to obtain a comprehensive view (Chapters 3, 5 and 6).
3. A certain degree of standardization in assessment is unavoidable in order to understand what one is assessing, even if the ultimate goal is to let natural behaviour unfold (Chapter 5).
4. Vygotsky stated that play is the driving factor of human development. Assessing play can therefore be seen as assessing development (Chapter 6).
5. Working in a multidisciplinary team can be a catalyst for the outcome being more than the sum of its parts.
6. Just because the machine can make sense of the data, there is no guarantee you will be able to make sense of the machine.
7. Assessment of any kind should not be used as label maker, but rather as a helpful tool that provides information on strengths and weaknesses of the person tested.
8. As a researcher involved in education, it is only by discussing your research with educators in person that you can understand whether your research and your ideas are valuable for everyday practice.
9. The result of successful undergraduate education is intellectual growth. The result of successful graduate education is personal growth.